

Essential Conditions Survey Results based on ISTE's Essential Conditions

21 respondents from among Librarians, Technology Mentors, and Building Technology Chairs

Table of Contents

Essential Conditions Survey based on ISTE's Essential Conditions.....	1
Shared Vision	1
Empowered Leaders	3
Implementation Planning	5
Consistent and Adequate Funding	6
Equitable Access	8
Skilled Personnel	9
Ongoing Professional Learning	11
Technical Support	12
Curriculum Framework	14
Student-Centered Learning	15
Assessment and Evaluation	16
Engaged Communities	17
Support Policies	18
Supportive External Context	20

Shared Vision

Proactive leadership in developing a shared vision for educational technology among all education stakeholders including teachers and support staff, school and district administrators, teacher educators, students parents, and the community



When teachers have a clear idea and use for technology, such as a specific piece of software, purchase and installation should be prioritized--a teacher I know had to fight for a year to get a very useful and effective program!

We are completely scattered and without clear leadership. Most decisions appear to be made by individuals rather than groups of stakeholders, and there is a perception of arbitrariness and lack of openness regarding the decision-making process for a shared vision.

We need a district-level technology director who is responsible for more than the hardware/software/infrastructure(has a tech curricular background and responsibility), and will lead

stakeholders to come to a clear district-wide tech vision.

Leadership is scattered, and the vision is torn between student-focused (where it belongs) and visions which may be somewhat removed from the classroom.

COLT was to be a step toward uniting that vision and keeping it focused on students and the learning process. I'm gratified to see this survey!

I think efforts are being made but so far it seems like the same core group of people (who already are engaged in using educational technology) are having the discussions. Perhaps it is unrealistic to have a shared vision, but if we lack that, at least a vision that is held by administrators (and supported financially and in other ways) and that every other staff member is expected to participate in -- would help.

As a starting point, I think that it is not unreasonable to expect employees to use district email, and to have certain proficiencies with common software. None of this is new, and other companies expect it of their employees. That would provide a baseline from which we could grow, and prevent the recurring frustrations of "teaching" the same elements over and over.

Improving communication between the different levels of technology users and policy-makers would be the biggest and most effective way of actually sharing the vision. I doubt that all of the technology users and stakeholders have a unified vision of what is expected of them in their respective roles, at present time.

The new committees established (this year?) are just beginning the process.

I think the slow start could be because the director of technology sees himself as not an educator.

[Director] does not communicate with the entire school community. He's not visible and does not come to the schools to see how technology is being implemented and what future needs we should address.

The captain needs to play a more active role. And there is no or little communication between the different groups - techs, tech mentors, librarians, and teachers.

I am really not sure where we are going. There does not seem to be enough staff to deploy new equipment in a timely manner or to keep older machines going. I don't hear a strong overall articulation of where we should be going with technology in education and how we will be given the resources to move us forward. [Technology Staff Developer and Consultant] do a wonderful job of teaching and modeling pertinent technology use.

In my experience, we do not have a shared vision at all.

We have a good sense of where we need to get to but I don't believe that we are all "on the same page".

I would like to see an actual statement from the district that precisely says what our shared vision is. I doubt anyone in the district knows what it is.

I like that this committee has been started. Up to this point however, there I have not seen any "sharing". People have been working in isolation in their separate buildings.

Lack of communication a huge problem!

You can begin by sharing your vision. Nothing of the sort has ever been communicated to me.

There is general discordance among stakeholder groups with some innovative staff and others who not feel technology use is a critical tool for teaching and learning.

not clear who is deciding what decisions are being made, when, for what reasons, e.g., switch in email programs, lack of prior consultation with librarians re: blocked websites, understaffed department, lack of clear hardware replacement program, ensuring timely repair response.

There is some support in the district for a forward thinking technology education in the district. It does not seem to be the administrations clear priority though. This is troubling and I hope there is going to

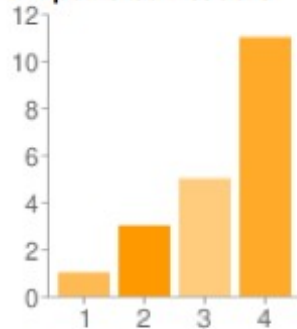
be change in this regard.

Most teachers have no idea that the ICSD has tech standards or whether or not theses are recommendations or mandatory.

Empowered Leaders

Stakeholders at every level empowered to be leaders in effecting change

Empowered Leaders



1 - Exemplary	1	5%
2	3	15%
3	5	25%
4 - Poor	11	55%

There is only top-down in our configuration: huge decisions such as e-mail and network saving are not even shared, much less consulted about. Things are done--everyone scrambles frantically to figure out what happened and how to get back what they had. Not well-planned, not well-led.

Building-level responsibilities and authority currently resides with the principal of the building, which really means the principal has to coerce, convince, or otherwise cause someone in the building to be responsible for bits and pieces of the building technology needs. This translates into a scramble for help every time a new situation arises, and a perception by the public that the district's technology is poor (which in some cases is true, and in other cases ends up that way because it is slapped together at the last moment).

We need to have a designated building technology support person who is paid for the position (not the Tech Mentor, whose job is to train/support building staff in instructional technology). The principal can still be the final authority, if that's what is desired, but there needs to be someone whose job it is to make sure that tech setups and functions happen and work properly.

Where we are now: Many staff members feel helpless around technology. They express frustration with having no say in the direction of technology acquisition and use, or in deciding what is important and what to prioritize. Building RFPs still leave out anything but the most essential necessities, and of course, this last RFP-10 was not fully realized.

Teachers have little say, they cope with old, malfunctioning equipment and suffer from lack of hands-on training. How can they be leaders, if they are not yet even competent technology followers?

Ways to do better: Rather than buying new types of technology, let's spend our limited funds on training as a first step. Collegial exchange can be an inexpensive and useful method of professional development in this area. Building principals can support building-wide training efforts. Boynton's "Tech Play Day" (initiated by the tech committee) is an example. Send key teachers and tech mentors to solid professional development opportunities and have them teach what they've learned in formal

ways to their colleagues.

Students also feel disenfranchised. They need more computer education, in particular, than they currently get. Some students are natural tech leaders. They tend to help out teachers and fellow students with delight! Can we formalize the idea of student tech leaders, too?

I am not yet convinced that COLT will carry out its mission to enable all stakeholders to have real input. I hope this survey is the start of increased listening at the admin level.

Again, effectively and clearly communicating the goals at every level of use would be the first step in empowering users to become the leaders they want and need to be.

Who's doing what is never clearly defined to all in ICSD community.

So, often nothing is done. Or attempts to do something are met with criticism.

We're empowered to use technology within the limits of our ability to purchase our own personal equipment and use it in our teaching. Empowerment needs to be backed up with funding. We don't have anywhere near enough computers in our building for every teacher to feel that he/she can make it a routine part of their teaching.

Actually, I feel that we have no power to effect change. In fact, I don't think my writing this will matter either.

Everyone has been invited to participate and have an equal voice.

I think we all feel like we work with what we are given and there is very little that can be done about it.

This committee is a start.

The stakeholders have been basically ignored. It's difficult to feel empowered when you are left in the dark about changes that have the potential to cause real confusion and upset. Changes that are implemented in a seemingly covert way can be considered by some to be disrespectful. It is difficult for changes to succeed when those most effected are denied the opportunity to get informed and prepared. I am fine with affecting change, but with zero IIT support, I am unable to even maintain the status quo. There are many administrative and teacher leaders. The individuals need mechanisms for effecting change systemically.

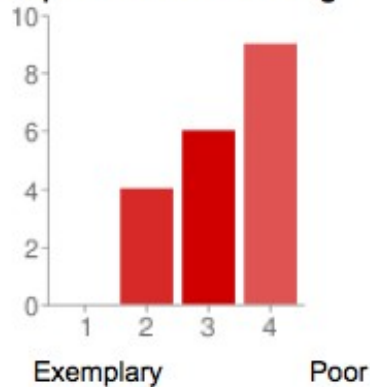
tech committees have minimal decision-making purview re: equipment, repair-timetable, beyond rfp overall requests. board of ed makes decisions with incomplete information as to the effect of the poor condition of technology equipment on classroom pedagogy.

Most teacher/staff in the district seem to feel that ideas and decisions are forced upon them without their being asked for input.

Implementation Planning

A systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technologies (ICT) and digital learning resources

Implementation Planning



1 - Exemplary	0	0%
2	4	21%
3	6	32%
4 - Poor	9	47%

Case in point: what IS the ICSD technology literacy program/vision/statement? And can everyone see it and find it?

I feel that we are moving forward on the tech plan via COLT processes, but it needs to be a public process guided by a shared vision, which I don't think we have yet achieved.

I know that some members of COLT are rewriting our district plan, and that's great. I think that the vision must be clarified first. To create a vision with real power, we would need to think about how, exactly, technology supports learning in ways not available through traditional means. How does technology further the mission of the district: to create lifelong learners, etc. What technology do we need to make the most of its potential? What values and skills do we prioritize in a time of limited funding?

Once those questions are answered, and a vision stated in terms that are clear and free of jargon, then I believe the plan will fall into place.

The planning stages have begun in earnest and I think that most people know that SOME shared vision and its implementation has been discussed. However there is room for improvement in that the whole plan needs to be clearly outlined for all stakeholders and the implementation needs to be broken down into component pieces to help all users understand their respective roles therein.

It's not a shared vision if all parties have different visions and their visions are not shared with others. I've seen the most success at using technology for simple uses such as RAZ kids or everyday math. If we really want to implement technology use with a shared vision I think it would take a year of heavily focussing on technology integration at every superintendent's conference day and giving concrete opportunities and help to ensure that each teacher finds one way to stretch themselves in terms of their use of technology in teaching.

How would one evaluate this statement? Is there a plan? Is it effective? Are ICT and resources infused? This makes no sense.

We have made excellent movement toward this goal.

We can't implement a plan when we don't have the working resources to do it.

Librarians have a plan to infuse technology into learning. Otherwise, I have only seen it "hit-or-miss"...depending on the individual classroom teacher.

It is hard to follow through with a plan when much of the necessary technology doesn't work or can't be accessed.

Given that I still deal with the horror imposed upon us by last year's upgrade, IIT's planning rates an F-. The work is in beginning stages. The formation of COLT and the work by committee moving will be in service of the condition.

dna

This is being developed now, but it is at the very early stage and it doesn't seem well led.

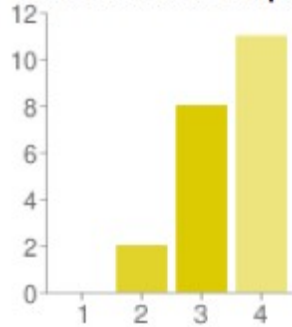
The ideas is good: Create or adopt a curriculum of technology that embeds into other curriculum. It needs to stay flexible. And it needs to be required.

If there is a plan, few people actually know what it is. Changes happen and no one knows why or where they are coming from (ICSD tech, BOE, superintendent, state, etc).

Consistent and Adequate Funding

Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Consistent and Adequate Funding



1 - Exemplary	0	0%
2	2	10%
3	8	38%
4 - Poor	11	52%

Sometimes you get money thrown at you--[Art teacher]'s mobile lab, e.g.--and sometimes you don't: 10-yr old machines throughout the HS building. Evidence of planning? Where would a person find that?

Technology is woefully and surprisingly underfunded in this district, and funding decisions are perceived by staff as being arbitrary. Just as there are budget lines for replacing furniture and other infrastructure items, or for purchasing textbooks and other instructional tools, there should be budget lines for hardware, software, personnel, and staff development. We are failing our students by not having resources to teach them how to use current technologies that are a part of their world. Because of the lack of working and sufficient current technology, what our students are learning regarding technology is becoming less and less relevant, and even leaving students with a negative impression of technology, which will not serve them well as adults.

Money's a killer issue. Of course we could do a bang-up job if there were unlimited funds. Again, clarity of vision and a solid plan can guide our spending so that we make the most of every penny. We can seek lower cost alternatives, but should be careful not to be "penny wise and pound foolish."

Especially when selecting computers for our labs and classrooms, we have to think long term, and not fall prey to cheaper, short term solutions. Avoiding spending on the latest techno-toys is also important. The basics, as teachers in my building agree, means computer access on working computers. The computers are students' research and writing tools now. Smartboards? Heck, those are just icing on a crumbling cake.

It is not clear where the money goes and whether individual schools have any say in how the money is spent.

Money spent on tech mentors, I feel, is not the best use of those funds. Some schools receive little or no support/training from their tech mentors. Also, teachers need help during the school day, when mentors are not available during their own teaching hours.

Also, it is frustrating to look around and notice that another school has way more equipment. Speaking only with the high school's budget and needs in mind, last year there was only about one-fifth to one-quarter of the money budgeted that would be necessary to simply maintain the fleet of machines that were older than four years, let alone investigate newer technologies. With massive across-the-board cuts planned for the coming school year, I am not certain there IS a remedy for this problem, at least locally.

We are limping along with equipment that doesn't have needed updates and modifications made to it so that for every hour a teacher spends using computers for teaching, at least 10 minutes of that time is just getting them going rather than teaching. We need more technicians to get new equipment to us faster and to more quickly address ongoing issues. We need to have at least a couple years where there is once again funding for teacher computers.

Clearly there isn't enough funding when we can't support what we have, let alone expand.

We need more funding in order to keep up with the needs of both students and staff.

In the past, we have at least had some consistency with RFP funds. That appears to be gone now.

There has never been enough money to fully infuse the schools with the needed and updated technology.

When I joined ICSD three years ago I was surprised the technology was below or par with other districts...never above average.

My school is an ocean of decrepitude. The infrastructure simply does not exist to support teaching. Funding for hardware exceeds funding for staff development. Professional organizations advocate for significant funds for PD. For teaching and learning to be transformative, teachers need to know what's possible, how learning best occurs and how technology makes concepts/content more accessible. board has cut too much. tech committee has written letters in support of increasing # of desktop technicians.

The funding for computers and up-keep is not well funded in the district. The IT is very understaffed. The district should research what the industry standard is for IT personnel per # of computers in the district and attempt to hire the needed staff. Computers should be on a replacement schedule which closely matches the expected life of the computers.

Varies from year to year and pits tech needs of teachers/staff against the tech needs of students (ie, funding for teacher computers comes from the same "pot" as funding for student computers). Teachers need computers to perform their duties. This should not be at odds with what students need. Put teachers on a replacement cycle at the district level that is separate from building funds that can be used

on students as the building tech committees see fit.

Equitable Access

Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders



Putting the library in a way to be closed after school = shutting the door on access. Robustness is better than it used to be, now that we have OCM Boces, but what took us so long?

See above: need accessible and prompt support on a building level; need current, working hardware; need a more robust infrastructure, including wireless access building-wide.

We're doing the best we can under the circumstances. Librarians, tech committees and mentors, and IIT staff work hard to insure access to current technologies. "Emerging technologies" may have to wait for better economic times. More broadband space might be helpful.

As we discuss equity, it's important to recognize that sameness is not the same as fairness. Equitable means that each student, each building, has the same opportunity to have their needs met... but those needs are different from person to person and building to building.

as above, some schools seem to get far more in the way of resources, which does not look equitable.

access is not robust.

I believe we offer a fair shake at available technology to all stakeholders, but the technology available is often limited due to budgetary constraints - much of the money that is allocated for technology is currently spent attempting to maintain the machines that we already own, rather than pursuing new initiatives OR funding new technology initiatives causes a shortfall of funds that are necessary to maintain the status quo.

See above... many teachers do not have computers they can use to do their planning and many teachers are using out-of-date computers for learning activities. I have anecdotal evidence that schools with leaders who are more demanding and articulate about their school's need for equipment indeed do have more, and a lot more equipment than other schools. Other schools that perhaps have more need from a socio-economic perspective don't necessarily have the advocates with the clout to bring more technology resources.

We have a computer shortage and little access to labs. Furthermore, there are not enough resources for students to access outside of class time.

Access has only been held back by funding.

IHS seems to get the cream of the crop for funding and access, but at least the students in each school get equal access to what the school has.

At my school connectivity is an ongoing problem.

It's wonderful to get new computers ... when they actually work.

Access is neither robust or reliable. Systems are down more often than up.

The structure exists. Many teachers perceive the use of technology as optional and not ubiquitous.

broken equipment and old equipment gets in the way of this. gets to the point of not worth trying. in specific circumstances, we have had this, e.g., development of video teleconferencing capabilities.

Curriculum which brings experiences to everyone are an important equity step. Libraries computers being open in the afternoon and during lunch and free periods help. Other opportunities may be possible.

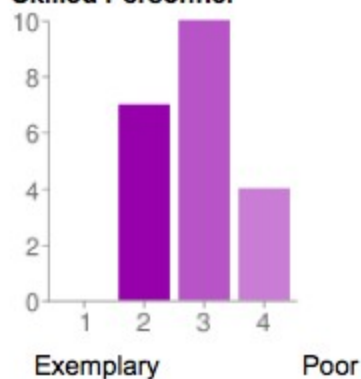
Even when decent hardware is present, software and especially network/login issues prevent full use of the technology. Many teachers have given up doing tech with their classes because the experience is simply too frustrating. Unreliability of labs has led to avoidance. The "haves" continue to have access at home. The access of the "have nots", however, has suffered.

Access for teachers largely depends on the building and the extend to which the building wants to funnel money to teacher needs over student needs. All teachers should be provided a computer to do their jobs and then be required to use it for email, schooltools, etc.

Skilled Personnel

Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

Skilled Personnel



1 - Exemplary	0	0%
2	7	33%
3	10	48%
4 - Poor	4	19%

Some things work well, others are clearly cheap versions of what really works, e.g. Dell color printers. People ordering: are they thinking of the pounding this stuff gets at the school level? And basic needs: scanner, anyone? Tell me there's a list of where there's a scanner at the High School!

I'm not clear who makes the decision regarding resources, but I think that the selection at this point is OK, although once again I think selection criteria should be developed in a public way with stakeholders. I'm concerned about the trend toward use of open-source software - I hope this doesn't come back to bite us!

Decisions about hardware selection, as stated previously, are perceived by staff to be arbitrary:

according to policy, the only way to get hardware is via a convoluted and slow RFP process; in reality, it appears that hardware can be obtained if a staff member is vocal enough or knows the right person. The place where our district is doing well is in the professional support of staff in use of technology; tech mentors and tech PD are responsive and accessible.

I give this a "2" because of the high skill of our IIT staff and building tech mentors. Better, in this case, would simply mean more staff of the same caliber.

Certain educators make an effort to pick engaging and appropriate resources. Others make no effort, or wait for a colleague to develop a good lesson, etc. There is not a cohesive vision of what best practices should look like. Some students get a lot of experience, and others might (due to teacher placement) make it all through school with little technology interaction.

Sorry, this might be a better place for my comment from above:

As a starting point, I think that it is not unreasonable to expect employees to use district email, and to have certain proficiencies with common software. None of this is new, and other companies expect it of their employees. That would provide a baseline from which we could grow, and prevent the recurring frustrations of "teaching" the same elements over and over.

I think the people we have are good at what they do and that they mean well, but the personnel and systems we have in place are inadequate for district-wide needs. Technology mentors are good for staff development, but staff is reluctant to attend workshops en masse and look to TMs more for "help desk" applications (adding printers, fixing problems, etc.). The IIT staff is good at helping staff with technology problems, but often problems cannot be addressed quickly and efficiently using the current model of filing a track-it or snoopy. My suggestion for the best use of staffing funds would be to implement a true help desk in each building, where a technician is on-call to attend to staff/student issues in real time.

Tech mentors cannot be full time teachers and give instruction. Teachers have too much on their docks to be given the tech mentor responsibilities. And they too need instruction to in turn teach others. The tech mentor meetings are not enough.

I think individual teachers, librarians, tech mentors are doing a great job with what they have.

Skill level among staff is highly varied.

There is a large range between users

Lots of staff are willing and trying to learn. Many are frustrated at the lack of functioning machinery and give up.

Again, it is hit or miss.

See "Implementation Planning" above. An F-.

People are capable, but budget constraints mean insufficient or no decisions are able to be made, e.g., upgrading software can't be done because of \$\$, and because no money to replace old equipment that can't run the newer software.

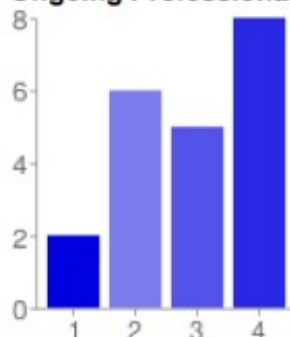
There needs to be a concerted and funded effort on the part of the district to educate teacher in information and communication technologies and digital learning resources.

This varies a great deal from building to building. Often the go-to people in a building are tech mentors. Usually these are people who have an interest in technology and are willing to share it. They have no special training and this is not their job. Teachers should have easy access to individuals who are tech people (or even better, techie/educators by training).

Ongoing Professional Learning

Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Ongoing Professional Learning



1 - Exemplary	2	10%
2	6	29%
3	5	24%
4 - Poor	8	38%

Hit or miss. And again, when a teacher has a good idea for a project it should be encouraged and software or whatever bought: THAT is the way other teachers will hop on the bandwagon, not by being forced to sit through deadly talks about something someone else thinks they should pick up.

Atomic Learning: Waste of funds.

Until this year, we were rich with opportunities to work with staff developers or tech mentors to learn and practice new technology applications for instructional use. This year, because of the district's decision to reduce/remove support for subs for all-day workshops, this has changed. I'm well aware that now is not the time to reinstate subs because of our financial state, I hope that the district/superintendent/BOE will remember how important these opportunities are for our students' learning, and at some point reinstate the support.

Right now there is no money for subs. No teacher in our school was able to increase his or her technology skills this year except at his or her own time and expense, or during our 20-minute updates at building faculty meetings or through one-on-one with the librarian or tech mentor.

The district was heading the right way with the PD ongoing tech group last year, which was defunded. Meanwhile, insisting that teachers show professional development in this area without giving them the time and opportunities to make it happen would be cruel.

We have done a good job of offering prof development in technology, but often the workshops far outpaced what was going to be able to happen in the school (limited equipment, time, etc). At this point I think it would make more sense to scale back on prof development of "new" stuff and require all staff to know the "old" stuff

As previously stated, the Technology Mentor program is effective in that many workshops are offered, but not many staff members take advantage of the opportunities available. Until such training becomes mandatory, we will continue to see low numbers at workshop opportunities and, therefore, fewer highly-trained stakeholders (that is not to say, however, that some users cannot become very proficient users through a self-taught path).

See above.

It seems like teachers who are more comfortable with technology are the ones taking technology-related professional development. I think that all of us who are comfortable with technology need to use every chance we get to model technology use that will get people started.

This needs to happen during school and conference days. Little change will happen when it only takes place after school.

We need more time to learn and then create in a meaningful manner.

Lots offered. Not many people take advantage of it.

There had been time for tech mentors to get professional learning time. However, this year there are no opportunities and no subs if we do happen to find a workshop.

Again, if technology related professional learning plans and opportunities exist, it's news to me. Does bumping into [Staff Developer] at Wegman's count?

Differs by building. Hurt by budgetary constraints of the staff development department.

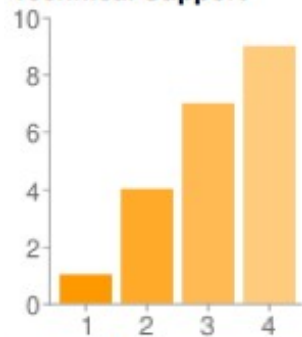
two sides to this: there are some offerings in staff development, but the \$\$ for subs for daytime training has been reduced by a significant amount, making attendance problematic.

There needs to be a concerted and funded effort on the part of the district to educate teacher in information and communication technologies and digital learning resources. This year due to cuts even less have been available. Incentives and requirements for this learning would help.

Technical Support

Consistent and reliable assistance for maintaining, renewing, and using ICT and digital

Technical Support



Exemplary

Poor

1 - Exemplary	1	5%
2	4	19%
3	7	33%
4 - Poor	9	43%

This area has improved slightly with a wonderful tech, [Technician]. Previously, end users got nothing but abuse from technicians, to the point where I've heard teachers say the didn't want to report computer trouble, for fear of the belittling tirade they would get back.

Tech mentors are supposed to say, "No I can't help you with your computer problem with your class right now, catch me after school"--?? Are you kidding me? This model is just not workable. Again, cheap solution to the need for an in-house tech in every school.

Tech (hardware/software/maintenance) support has been a chronic and crippling problem in our district. There are not enough tech support people, so they are spread way too thin. The end result is that computer and technology problems go untended for long periods of time. The hardware is way beyond normal life, which means that the tech support personnel that we do have spend an inordinate amount of time trying to keep antiquated equipment running. The end result of this is that students wait up to 8 minutes in a 40 minute period for a computer to log on, and teachers stop using technology to make their students' learning experience more meaningful.

I have no complaints about our tech support. IIT is severely short-staffed, but they've kept good

attitudes. We also acutely feel the loss of our second tech mentor.

So many of the technical issues are little things that could be solved in five minutes with a phone call, if users had access to a help desk.

In other districts, even a password can be reset and given over the phone. It is ridiculous that we don't have a more efficient system for resolving recurrent, small, issues.

Another option that could work better from the teacher-user perspective is having technical help available at a known, consistent time in each building, one afternoon a week or whatever.

Most of the problems in this realm are systemic - we do not have the funds to replace the equipment we have in a timely fashion and that creates an overwhelming need for repairs, which places a strain on our IT department, which is already pulled in many directions daily, due to the ratio of people in the IT department to the number of stakeholders that require their assistance. Many users shudder at the idea of completing a snoopy call or track-it form because of the unknown amount of time that may pass between its submission and the actual repairs. Typically, if a teacher/student encounters a computer problem, it is at a time when s/he would benefit from immediate assistance, not a few days, a week, a month later.

Some of our track it requests took months this year.

When we see the technicians in person, they are very friendly and obviously work hard to try to solve our problems and get the machines working again. 1) We need to have more technicians. 2) We need better direct communications between technicians and teachers. 3) There are a few, newer technicians who need to better acquaint themselves with the education system. It often feels as though they see their job as completing a checklist rather than considering the needs of teachers and students.

IT help is awful. Problems do get fixed quickly, if at all, and IT staff are often rude and condescending to faculty.

We need more technicians

Help requests take a long time and are often not resolved.

This has been much better this year!

It is getting better now that IT specialists are assigned to specific buildings.

See "ocean of decrepitude" above. I have TrackIt's open from last August! Simply showing up would be a start.

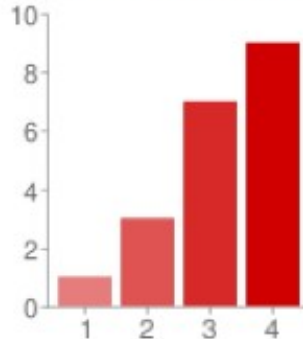
up to 2008, was pretty good. has taken a huge dive in the last year to where 1/3 of student computers are out of order at any one time, and for an average of several months each. staff replacement schedule delayed so that staff computers are breaking or not functional with software or websites.

Due to limited staff, tech problems often take weeks or month to address. This results in hardware out of service for extended periods and angry staff who feel that they are not being supported. The general feeling among teachers seems to be that IIT sees teachers as a bother not as who they need to support so the teachers can support students.

Curriculum Framework

Content standards and related digital curriculum resources that are aligned with and support digital-age learning and work

Curriculum Framework



1 - Exemplary	1	5%
2	3	15%
3	7	35%
4 - Poor	9	45%

If the district were serious about technology education, it would be a field in every curricula, in every lesson.

There are no district computer technology standards; every student in the district experiences computer technology instruction differently, depending on which school they are in and what teacher they have. We need district-wide computer technology standards, grades K-12, including technology competency requirements for staff, developed in a public way by groups of stakeholders and directed by a district technology director.

Whatever we write in our curriculum maps and content standards, teachers can only accomplish what they have the tools and skills to do. Teachers have told me that they eliminated technology components from their lesson plans, because it was only a recipe for disappointment and failure. The LCD didn't work right, the broadband couldn't handle the streamed info, the computer labs were scheduled to the max... and so on. We simply don't have the resources in place for teachers and student to grow in technology use and "digital age learning."

What to do? One idea is to encourage teachers to master one or two types of technology that seem reliable and use them in lessons.

What is needed most is the time for teachers to meet and sync up curriculum and digital resources -- we have the pieces but not the opportunity to fit it all together

I think we're all over the map on this one - our faculty and staff do use a great many digital resources, but to incredibly varied degrees from none whatsoever to almost daily digital interactions. There is little consistency with our technology use as a group. The only remedy would be to require the use of a set number of digital resources per year, but then it would be difficult to enforce, contractually or practically. Trying to woo stakeholders with the promises of technology's benefits may sound like a sound plan, but in practical terms, many teachers often fear the use of new technology because of the possibility of making a mistake or it going awry in front of a class - many would rather stick with "what has always worked" in lieu of the coin-toss possibility of a tech-rich lesson going badly.

Are we just now beginning this, again? No one is taking responsibility to see that there is instruction consistent and sequential taught across the grades

I wish you would realize that standards have zero impact on student learning and spending a lot of time on them is a complete waste.

It is great that this is required for RFPs

Glad to see it's being revisited.

I have not seen this in practice.

It isn't realistic to expect teachers to follow a standard curriculum when the school doesn't have enough working computers to accommodate the entire class.

If the hardware's broken, the curriculum is not going to align with anything. School-wide this year, teachers have abandoned lesson units that teach mandated technology because the school's computing infrastructure doesn't allow it.

The approach to technological literacy instruction (within the content maps) could be more robust, ubiquitous and balanced.

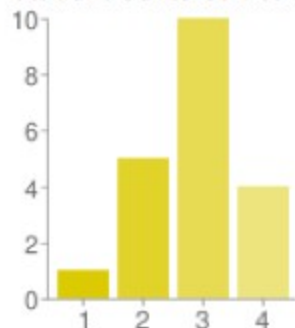
where they are included in specific subject area curricula and standards, e.g., on line language programs, social studies and science research. will need to be developed more as digital portfolios get developed.

In progress.

Student-Centered Learning

Planning, teaching, and assessment centered around the needs and abilities of students

Student-Centered Learning



Exemplary

Poor

1 - Exemplary	1	5%
2	5	25%
3	10	50%
4 - Poor	4	20%

This is good because the teachers are good. They could be better with support from IIT.

We are far from where we need to be on this, although I have had some good PD instruction on planning, teaching and assessing students using technology to assist in providing a differentiated experience for our students, based on their learning styles and levels. Once again, this is only because I sought the instruction, it is not required for staff and there is no uniform pattern of differentiation in computer technology instruction.

I am not convinced that the district is always student-centered in its decision making.

That said, I do believe that teachers work hard to use technology with their students' needs always in mind, hence the "2" response. Teachers often ask if a certain technology would work with a particular student. They design their lessons around the needs of their students, and often choose whatever will work best for their kids, even if it means more work for them, or having to <gulp> learn a new

technology to reach kids best.

I really am not certain how we are doing as a school community in this arena. My assumption is that because it is not forefront on my radar, we can be doing an amazing job, but I do know that some teachers/programs do push the envelope for challenging students based on their needs and abilities.

Unfortunately, not every student is able to take the classes that have this focused curriculum.

Additionally, there is the issue of equity which frightens some teachers into avoiding technology-based assignments or activities because there are students without access to technology outside of the school building and those students can be hard-pressed to find time within the school day to avail themselves of the resources that the district makes available within each building.

I can only speak for my building. Lessons incorporating technology are planned with teacher and librarian collaborating. Without a team approach most creative work does not get done. And the skills vary with the teacher's desires, and with the principal's views on the importance of use.

I see some teachers doing a great job of using technology to engage and empower students but it totally depends on the talents and interests of individual teachers.

Have we ever surveyed or evaluated the needs and abilities of students re: technology? No. How could we teach and plan around them?

In most cases

Lots of teachers trying to do this, it is improving.

No coordinated planning in this area.

If a child can't access the internet, public share, the wireless network, etc., there is no technology oriented planning, teaching, and assessment.

teachers do this all the time, but it is made difficult with broken or inadequate hardware.

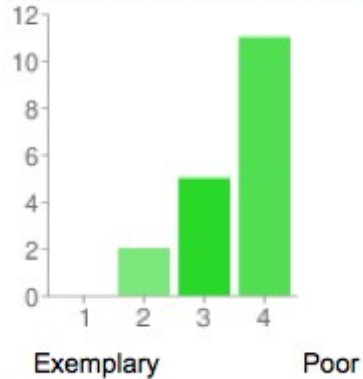
A curriculum and/ or adopted standards with clear expectations would help.

Technology has to become for reliable and ubiquitous first.

Assessment and Evaluation

Continuous assessment of teaching, learning, and leadership, and evaluation of the use of ICT and digital resources

Assessment and Evaluation



1 - Exemplary	0	0%
2	2	11%
3	5	28%
4 - Poor	11	61%

Have we EVER been asked before what we thought? IIT revolves in a vacuum, far away from the trenches, with most techs angry, it seems, that they have to dip into the trenches to fix things. This is most people's contact with District Technology.

This is the first survey that I have been invited to participate in regarding district technology. If we are serious about this, there should be a yearly opportunity for stakeholders, including students, staff, administrators, and parents/caregivers to give feedback regarding their perceptions and experiences with district technology. There should also be a defined protocol by which this feedback is used to inform decisions to change and improve district technology.

I think we've done better here and are well aware, at least among teachers and IIT staff, of where we stand as users of educational technology.

? Not sure that this is taking place. Is this something (tech mentors*) could do at the beginning and end of the year

*for lack of a better idea/still not my favorite expense but if you pay them, why not ask them to do assessment?

I am not certain we do any assessment of technology-based instruction, learning or leadership overall. The only instance I can think of is when a teacher uses technology in a lesson that is observed by an administrator, and even then, the technology is often just a classroom tool, not an integrated part of the lesson/curriculum.

Again, has this EVER happened?

We need to do a better job gathering this information.

None

Nobody from IIT has ever assessed my opinion of the situation before.

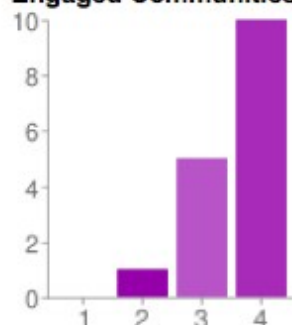
not aware of this global effort. teachers doing individually.

This seems to happen on a teacher by teacher basis or in some schools a department basis but isn't connected to the district vision at this point.

Engaged Communities

Partnerships and collaboration within communities to support and fund the use of ICT and digital resources

Engaged Communities



Exemplary Poor

1 - Exemplary	0	0%
2	1	6%
3	5	31%
4 - Poor	10	63%

We could SO use computer donations, yet IIT won't allow it. The district is circling the drain for meeting tech needs as it is; another year or two and we'll be gone, unless someone gets out and humps for grants, used equipment, or use of someone else's stuff (classes at TC3, anyone?).

I'm not aware of any partnerships or collaboration within communities - they may be happening, but I don't know about them.

As stated above, we could more purposely form teams and increase collaborations to better manage tech use and acquisition. Librarians and teachers often form collaborations, as do computer teachers and other staff. Tech committees would be a good foundation on which to expand building collaborations.

This seems like it could be a significant growth area -- with our parents and the community -- there should be a way to develop a strong support base

Again, I only give this a score of "poor" because I am not aware of any instances where we have such partnerships established, at least not in any lasting, on-going way. I know that some IPEI grants are used to fund small technology initiatives and that they require a community partner, but otherwise, I've not heard much in this realm.

I don't know of any way the community supports this.

Unsure

Don't see this happening.

Does this mean outside communities like Cornell and IC, etc? Do they help fund ICSD technology needs? I didn't think they did but I could be wrong.

I have seen this rarely.

The term "engaged" is not one that I would have ever thought to associate with IIT.

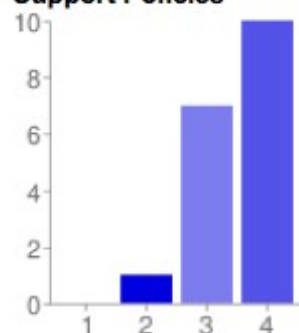
dna. rfp's are inadequate at this point.

Perhaps more cooperation with Cornell and IC. Share Internet access to save money. Funnel computers from higher ed down to elementary/secondary schools. Share tech people.

Support Policies

Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and digital learning resources

Support Policies



1 - Exemplary	0	0%
2	1	6%
3	7	39%
4 - Poor	10	56%

The basic services are not sturdy: e-mail, saving on network, internet speed. Every year there is a fight for money, every year equipment gets older and less up to challenges in the outside world. We're trying to do too much. Drop e-mail, drop network saving, something, so that at least students can get speedy, reliable service on up-to-date machines. There is not enough money to do all that someone has decided we should do. We are NOT a university.

Policies are issued by one person without consultation with stakeholders; some are very clear and appropriate, while others are unclear or nonexistent. With a district technology director in place, whose job is not only to tend to the technology infrastructure but also to the instructional aspect of technology, it would be much easier to gather stakeholders and develop protocols and policies that would be meaningful and applicable district-wide.

Currently we have more dis-incentives, and policy alone can't make things happen any more than changing a law can change the way a person lives if his or her heart isn't in it. I think we feel this disconnect more acutely because of current financial problems. Clarity of vision and prioritizing tasks and needs can help us choose the best measures and structures in tough times.

None that I know

I believe we are beginning to lay the foundations of these structures, but we are in serious financial straits and technology is taking a large hit, just as every other area is. This fact makes it very hard to plan for the future when there are so many financial unknowns.

We have policies (we are big fans of stuff on paper -- see standards), but not practical support, no. We are losing too much money in this area and financial plans need to be put into place that assures the continued growth and development of digital learning resources

Without the needed hardware and software it would be difficult to put into place a system of accountability. Funding for technology every year seems to depend on the current board's ideas of how much money should be put into technology, not on current needs.

I have not seen any evidence of this.

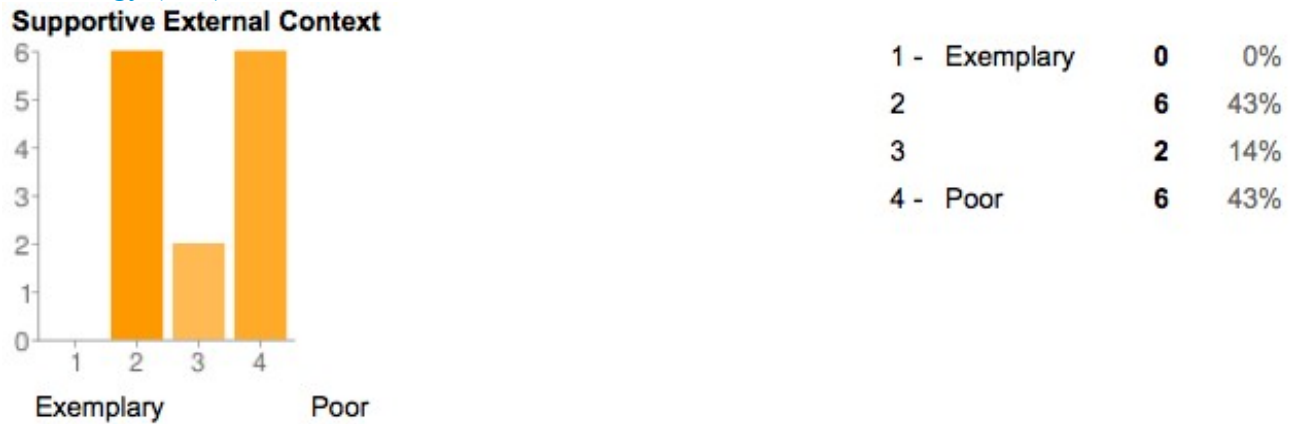
Zero on all accounts.

has taken a deep dive in the last two years to the point where we are operating with less than 70% working computers. original replacement schedule of 4 or 5 years has been abandoned and is causing difficulty delivering instruction. we have been able to add digital projectors through rfp's. staff development cuts may further erode training. our tech mentor has limited time, and often is troubleshooting broken equipment as much as doing training.

Would leasing hardware make more sense? This would avoid ridiculous numbers of old computers sitting around with no place to go. It would also keep computers on a more predictable replacement cycle.

Supportive External Context

Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in effective implementation of technology for achieving curriculum and learning technology (ICT) standards



Student teachers coming in seem relatively well-prepared. The OCM BOCES internet connection helps, but we wasted years trying to cobble it together--reinvent the wheel--ourselves. It makes me wonder what else is out there in terms of consortia that we could be taking advantage of, but no one has researched it or considered it. ?

I'm not aware of supportive external policies and initiatives; they may be happening, but I don't know about them.

There's no space for additional comments so I'll add them here.

I tried to be honest in this assessment, and not pull any punches on the truth as we experience it here at Boynton. I do this in the hope that my comments will be of real use, knowing that some folks will give cursory answers. I don't mean to be harsh, in particular, I sure hope I don't insult anyone! At Boynton, I think people work together to make the most of what's good with technology and minimize problems. Our building principal has been responsive to tech committee suggestions, and has a solid vision for building access in our building.

It's a real challenge to meet the constantly changing demands of 21st century learning on a lean budget... and this year's budget is starved. Perhaps, as we develop a shared vision, we can write one that is forward thinking and hopeful, and still be tight and practical in the time frame for carrying out that vision. At ed-tech day at IC this year, a great deal of work was devoted to choosing priorities. We'll have to do that, too.

Thanks for the opportunity to offer input... whew! I'm exhausted!

Though standards are now in place, it is difficult to get universal buy-in from all stakeholders, just because the standards can be rather overwhelming, especially to teachers who are self-professed technophobes. Some of the standards that are in place for students, even elementary students, could prove challenging for teachers to uphold. This makes the entire initiative difficult to support because integrating something about which you have only a rudimentary knowledge is an incredibly intimidating task.

I think the third consecutive year of budget cuts illustrates that we are not supported. We can write curriculum and standards all day long, but it won't matter when teachers and students don't have training and access.

Most new teachers know how to use the tools but do not understand how to integrate them into the curriculum.

I have never heard of any offerings beyond the regular ICSD tech. workshops or BOCES offerings. I didn't know there was money to send teachers to regional or national offerings.

No consistency in this area.

Your policies are worthless, and IIT certainly does not display any initiative.

Your department clearly does not understand the deep animosity of the ICSD teaching staff. This past year has been a disaster. You are doing a grave disservice to our students. Your inactions and incompetence are leaving them woefully unable to compete in a world that requires competence with technology.

Do the honorable thing. Admit you are in over your heads, step aside, and let someone with leadership abilities and vision take over. How you manage to stay employed is a mystery to me.

dna

There are initiative out there it is just hard to connect with them and join them in part due to the patchwork of computers and programs available to us in the district.